

SATCHEL FORD ROAD ELEMENTARY

5901 SATCHEL FORD RD.

COLUMBIA, S. C. 29206

GRADES K-5 Elementary School

ENROLLMENT 646 Students

PRINCIPAL LINDA MONIUSZKO 803-738-7209

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	15	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

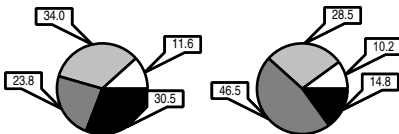
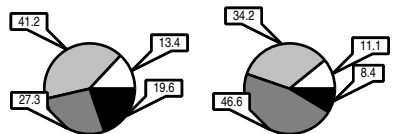
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	374	99.7	9.9	28.5	46.5	15.1	70.1	Yes	Yes
Gender									
Male	183	99.5	12.1	34.5	43.0	10.3	64.8		
Female	191	100.0	7.8	22.9	49.7	19.6	74.9		
Racial/Ethnic Group									
White	251	100.0	4.6	21.0	54.6	19.7	82.4	Yes	Yes
African-American	110	99.1	23.4	44.7	27.7	4.3	41.5	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	66.7	22.2	11.1	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	330	99.7	6.1	27.6	50.0	16.3	75.6		
Disabled	44	100.0	46.9	37.5	12.5	3.1	15.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	374	99.7	9.9	28.5	46.5	15.1	70.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	370	99.7	10.0	27.9	47.1	15.0	70.3		
Socio-Economic Status									
Subsidized meals	100	100.0	23.6	42.7	31.5	2.2	41.6	Yes	Yes
Full-pay meals	268	99.6	5.1	23.5	51.8	19.6	80.0		

Mathematics - State Performance Objective = 15.5%									
All Students	374	100.0	11.6	34.2	23.8	30.4	65.8	Yes	Yes
Gender									
Male	183	100.0	10.8	37.3	22.9	28.9	63.3		
Female	191	100.0	12.3	31.3	24.6	31.8	68.2		
Racial/Ethnic Group									
White	251	100.0	5.0	26.9	27.7	40.3	79.8	Yes	Yes
African-American	110	100.0	27.4	52.6	12.6	7.4	32.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	22.2	33.3	22.2	22.2	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	330	100.0	7.0	33.9	25.6	33.5	71.2		
Disabled	44	100.0	56.3	37.5	6.3	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	374	100.0	11.6	34.2	23.8	30.4	65.8		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	370	100.0	11.4	34.0	24.0	30.5	66.3		
Socio-Economic Status									
Subsidized meals	100	100.0	25.8	52.8	15.7	5.6	34.8	Yes	Yes
Full-pay meals	268	100.0	6.6	27.7	26.6	39.1	76.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	126	100.0	12.6	24.4	47.1	16.0	63.0
	Grade 4	117	99.1	10.2	28.7	54.6	6.5	61.1
	Grade 5	121	98.3	9.3	45.8	38.3	6.5	44.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	100.0	5.2	20.0	47.0	27.8	74.8
	Grade 4	127	99.2	13.9	31.1	45.1	9.8	54.9
	Grade 5	130	100.0	16.4	35.2	42.2	6.3	48.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	126	100.0	13.3	44.2	22.5	20.0	42.5
	Grade 4	117	99.1	6.5	27.8	14.8	50.9	65.7
	Grade 5	121	100.0	10.3	35.5	24.3	29.9	54.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	100.0	12.2	39.1	28.7	20.0	48.7
	Grade 4	127	100.0	17.1	35.8	17.9	29.3	47.2
	Grade 5	130	100.0	13.3	27.3	22.7	36.7	59.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 646)				
First graders who attended full-day kindergarten	93.1%	N/C	97.5%	100.0%
Retention rate	1.8%	Up from 1.5%	2.0%	2.7%
Attendance rate	97.0%	Up from 96.5%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		2.7%	3.5%
Eligible for gifted and talented	39.4%	Down from 41.7%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 6.7%	6.9%	8.2%
Older than usual for grade	0.5%	Down from 1.2%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	60.9%	Down from 61.7%	54.2%	51.4%
Continuing contract teachers	87.0%	Up from 76.6%	87.7%	87.5%
Highly qualified teachers**	95.3%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	2.5%		0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 84.0%	87.7%	86.7%
Teacher attendance rate	96.3%	Up from 96.1%	95.5%	94.9%
Average teacher salary	\$43,254	Up 1.3%	\$42,403	\$40,760
Prof. development days/teacher	10.1 days	Up from 8.2 days	12.1 days	12.4 days

School

Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.5 to 1	20.7 to 1	18.9 to 1
Prime instructional time	92.8%	Up from 91.9%	91.2%	90.0%
Dollars spent per pupil*	\$5,961	Down 2.2%	\$5,688	\$6,044
Percent of expenditures for teacher salaries*	76.0%	Up from 75.0%	65.7%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the past school year, Satchel Ford Elementary School was named a Palmetto Gold Award winner for the third year in a row by the State Department of Education. Palmetto Gold recognizes schools for absolute achievement, as well as improvement gains from the previous year on PACT. This year our school was selected by the SC Chapter, National School Public Relations Association to receive the Golden Achievement Award for Excellence in the area of community relations. Currently 12 teachers on staff have achieved National Board certification.

More than 60% of students in grades three through five qualify to participate in the state and district gifted and talented program. We provide academic assistance to every student scoring below basic on state assessments. This year, instead of summer school, an after-school tutoring program was offered to third-, fourth-, and fifth-grade students. Reading Recovery and literacy groups are offered to approximately 20% of first-graders who need additional help in reading. A tutor assisted second-graders in need of additional academic help. About 12% of Satchel Ford students have physical and/or learning disabilities and receive services based upon need. All students receive instruction in French, computer literacy and creative arts, including drama.

A grant funded the development of an outdoor natural habitat for wildlife. Students, staff and parents worked to create butterfly gardens, planting beds and a wooded area for wildlife in the area of our greenhouse.

Satchel Ford continues to run its own after-school child care program until six o'clock in the evening. Our own teachers and instructional assistants staff our after-school program. A snack, homework assistance and supervised outdoor play are provided.

Columbia College named Satchel Ford School one of three professional development schools in the state. Student teachers and interns from Columbia College are coached and supervised by our faculty, while Satchel Ford benefits from professional growth opportunities conducted by Columbia College faculty.

Student Council focuses their work on community service. Student ambassadors help new students to acclimate to life here. Students serve as Special Olympics coaches and mentors and accompany our Special Olympic athletes to the competition in the spring.

Volunteers are our greatest resource. Parent and grandparent volunteers served this year as Lunch Buddies, tutors and helping hands. Volunteers logged 23,900 hours, qualifying our school as the top elementary school in the district in volunteer hours. Our very active PTO helps fund programs that make Satchel Ford a special place.

Linda K. Moniuszko, Principal, Satchel Ford Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	114	84
Percent satisfied with learning environment	86.4%	88.5%	100.0%
Percent satisfied with social and physical environment	100.0%	86.2%	98.8%
Percent satisfied with home-school relations	97.7%	93.5%	88.0%

*Only students at the highest elementary school grade level at this school and their parents were included.